


# Key Provisions on Transition





# Transition is a process that:

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- ❑ Is focused on improving the student's academic and functional achievement,
- ❑ Is designed to facilitate the movement from school to post-school activities



# Includes:

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- ❑ Post-secondary education,
- ❑ Vocational education,
- ❑ Integrated employment (including supported employment),
- ❑ Continuing and adult education,
- ❑ Adult Services,
- ❑ Independent living, or
- ❑ Community participation.

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- Is based on the student's strengths, preference, and interests; and



# Includes:

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- ❑ Instruction
- ❑ Related services
- ❑ Community experiences
- ❑ Development of employment and other post-school adult living objectives
- ❑ When appropriate:
  - Acquisition of daily living skills
  - Functional vocational evaluation



May be:

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- ❑ Special education, if provided as specially designed instruction, or
- ❑ A related service, if required to assist the student to benefit from special education.



# Summary of Performance

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- ❑ Summary of academic achievement and functional performance
- ❑ Recommendations on how to assist the student in meeting the student's post-school goals
- ❑ Required for students who graduate with a diploma or reach maximum age




# IEP Team Members

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- ❑ Usual suspects
- ❑ Student
- ❑ With consent of parent or student 18 or older, representative of any participating agency that is likely to be providing or paying for any transition services



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- ❑ If the student does not attend the IEP meeting, the school must take other steps to assure that the student's preferences and interests are considered.



# IEP

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- ❑ Beginning not later than the first IEP to be in effect when the child is 16
- ❑ May start earlier if appropriate
- ❑ Updated annually
  
- ❑ Student must be invited to IEP meeting



# IEP Contains:

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- ❑ Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, where appropriate, independent living skills
- ❑ Includes academic and functional goals
- ❑ Transition services, including courses of study, needed to meet the goals



# Course of Study

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- ❑ Must be updated annually
- ❑ Should relate directly to student's postsecondary goals
- ❑ May target academic classes
  - Advanced placement courses
  - Concurrent enrollment
- ❑ May focus on non-academic courses and activities
  - Vocational education courses
  - Work experiences



# Course of Study

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- Should address the classes, experiences, and activities that will:
  - Be meaningful to the student's future
  - Motivate the student to complete his/her education
  - Support post-school outcomes



# Age of Majority Statement

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- ❑ Not later than 1 year before the child reaches the age of majority (18)
- ❑ Notice to student and parents of all rights that transfer to the student
- ❑ Students 18 and older are their “own parents” unless guardianship awarded

# GRADUATION



# Three Exit Routes

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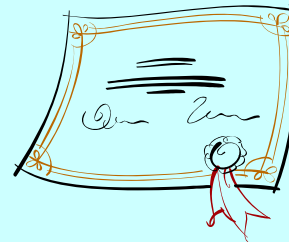
## 1. Basic High School Diploma



## 2. Alternative Completion Diploma



## 3. Certificate of Completion





# Diplomas and Certificates of Completion

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## 1. High School Diploma



## 2. Certificate of Completion



# Basic High School Diploma

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Awarded to a student who has:

- ❑ Successfully completed all state and district course requirements for graduation;
- ❑ Passed all subtests of the UBSCT;


# High School Diploma

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Awarded to a student who has:

- ❑ Successfully completed all state and district course requirements for graduation;
- ❑ and



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UNLESS the IEP team determines  
that the student's participation in  
statewide assessment is through  
the UAA; and

- ❑ Has not passed all subtests of the  
UBSCT



# UBSCT

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- ❑ Passed all subtests of the UBSCT; or
- ❑ Did not pass all subtests of the UBSCT; or
- ❑ Student's IEP team has determined that participation is through the UAA.

# Certificate of Completion

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Offered to students who have:

- ❑ Completed their senior year,
- ❑ Are exiting the school system,
- ❑ Have not met all state or district requirements for a diploma.



# UBSCT

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- ❑ Passed all subtests of the UBSCT; or
- ❑ Did not pass all subtests of the UBSCT; or
- ❑ Student's IEP team has determined that participation is through the UAA.



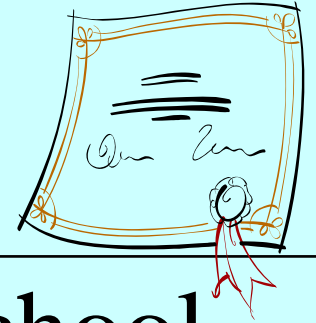
# UBSCT

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- Beginning with the graduating class of 2007, students who did not pass all sections of the UBSCT must participate in UBSCT remediation consistent with school policies and opportunities



# Certificate of Completion



According to school district or school criteria, may be awarded to students who have:

- ❑ Completed their senior year,
- ❑ Are exiting the school system,
- ❑ Have not met all state or district requirements for a diploma.



# IDEA 2004

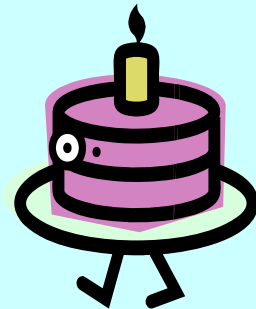
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- ❑ Graduation with a regular high school diploma ends eligibility for FAPE.
- ❑ Graduation is a change of placement requiring prior written notice.

# Maximum Age (“Ageing Out”)

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- ❑ 22<sup>nd</sup> birthday between beginning of school and December 31
- ❑ Exit at the beginning of the school’s winter holiday
- ❑ 22<sup>nd</sup> birthday between January 1 and end of school year
- ❑ Exit at the end of the school year





# IDEA 2004

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- ❑ Reaching maximum age ends eligibility for FAPE.
- ❑ Exiting at maximum age is not a change of placement; prior written notice is not required.



# IDEA 2004

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Summary of Performance is  
given to students who:

- ❑ Graduate with a regular high school diploma, or
- ❑ Exit at maximum age.